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ABSTRACT

This paper on Canadian universities and colleges presents information on the historical background, financing of higher education, provincial developments since 1969, national and international aspects, the control and government of institutions, teaching staffs, types of institutions, admission requirements, and student costs. Two systems of higher education have developed in Canada reflecting the two major cultural traditions. One system retains French characteristics; the other system was designed according to English, Scottish, and United States practices. A small third group of institutions offers instruction in both French and English. Each Canadian province is responsible for the establishment and administration of education within its own boundaries, since there is no federal ministry of education. The federal government is responsible only for the education of Indians and Eskimos, inmates, and the military. The federal government does contribute to the costs of higher education. Studies conducted by national organizations concerning higher education are cited. Each province has its curriculum and awards its certificates of completion of secondary-school studies. Canadian universities have individual admission requirements based on certificates awarded in the province, but all treat the certificate of their provinces as approximately equivalent. Appendices include a description of degree-granting universities and colleges in 1973 by province, excluding those granting degrees in theology only; a list of some Canadian higher education student service and academic organizations; and a bibliography of key documents in Canadian higher education. (SW)

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Reference Papers

No. 106
(Amended version, August 1974)

CANADIAN UNIVERSITIES AND COLLEGES

(Revised by the Information Division, Association of Universities and Colleges of Canada.*)

Historical background

Canada is a bilingual, multicultural country with two major cultural traditions. As a consequence, two systems of higher education have developed. One, originally patterned on the French system before the secularization of higher education in France, with the majority of the institutions under the direction of Roman Catholic orders or groups, has in recent years been adapted more and more to North American higher-education traditions, while still retaining distinctively French characteristics. The other system was originally designed according to English, Scottish and United States practices; instruction is given in English, and the institutions are controlled by a variety of groups -- governments, religious denominations and private, non-denominational bodies. A small third group of institutions offers instruction in both French and English. The first such bilingual institution to be established, the present University of Ottawa, developed from a Roman Catholic college opened in Ottawa in 1848. Laurentian University, established at Sudbury, Ontario, in 1960, is also a bilingual university.

Until 1763, education in the colony of New France was provided solely by institutions under religious auspices. The first such institution in which studies were undertaken at college level seems to have been the Collège des Jésuites, founded in 1635 in Quebec City, one year before the establishment of Harvard University (the first institution of higher learning in the British North American colonies) and from 80 to 100 years after the creation of the first universities in the Americas, in what is now the Dominican Republic (1538) and in Mexico and Peru (1551).

A complete arts course was probably given at the Collège des Jésuites by 1655. Soon afterwards, teaching began in theology and, at about the same time, the Séminaire de Québec was founded by diocesan priests. In 1852, the seminary was instrumental in the establishment of Laval University in Quebec City. A branch of Laval was opened in Montreal in 1878 and in 1920 it received a civil charter as the University of Montreal.

Three Kings' Colleges were among the first English-language institutions founded after the end of the French régime. One of

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* Original text written in 1964 by Dr. Ralph D. Mitchener, Education Support Branch, Department of Secretary of State, Ottawa.

these opened at Windsor, Nova Scotia, in 1789, and was later re-established at Halifax. A second opened at Fredericton, New Brunswick, in 1829 (though it traces its history back to the Academy of Arts and Sciences of 1785) and a third, though chartered in 1827 in Toronto as the state university of the Province of Upper Canada, did not offer instruction until 1843. These colleges were closely associated, at the time of their formation, with the Church of England. Early attempts to limit enrolment to Church of England adherents, coupled with the movement towards responsible government in the provinces, made these colleges targets of religious and political criticism and led to two of them becoming provincial universities (the University of Toronto -- 1850; the University of New Brunswick -- 1859). The third, University of King's College at Halifax, is today an Anglican, co-educational institution associated with Dalhousie University.

Many denominational colleges were also founded in Ontario and the Atlantic provinces to fulfil the desire of various religious groups to educate their young people in the atmosphere of their own faiths. These included such institutions as Acadia University at Wolfville, Nova Scotia (Baptist -- founded in 1838; denominational tests have never been permitted); Queen's University, Kingston, Ontario (Presbyterian when founded in 1841, but now non-denominational); Victoria College (founded in Cobourg, Ontario, by Methodists in 1836, and now located in Toronto under United Church direction); St. Francis Xavier University, Antigonish, Nova Scotia (Catholic -- founded in 1853); and Mount Allison University in Sackville, New Brunswick (Methodist, now United Church -- founded in 1843). After the establishment of the University of Toronto, the Church of England founded its own University of Trinity College in 1852. Trinity is today federated with the University of Toronto.

The first non-denominational institution to be established in Canada was McGill University, Montreal (1821), which first gave instruction in 1829. Dalhousie University, Halifax, which was founded in protest against the exclusiveness of King's College at Windsor, dates from 1818. However, except for a few years between 1838 and 1845, Dalhousie did not function as a university until 1863.

In the 40 years following Confederation in 1867, efforts were made to consolidate existing institutions and to establish monopolistic, degree-granting, provincial universities in Nova Scotia, Ontario and the four Western provinces. The attempt failed in Nova Scotia, succeeded in part in Ontario and, until quite recently, was the accepted pattern in the West.

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The provincial University of Halifax was established in Nova Scotia in 1878, on the model of the University of London, to act as the degree-granting body for the several universities in the province. It ceased to operate a few years later, however, after granting only a dozen degrees.

In 1904, after years of negotiation, three church-related institutions in Ontario became federated arts colleges of the University of Toronto -- the University of St. Michael's College, the University of Trinity College and Victoria University.

In 1906, a royal commission report resulted in the reorganization of the University of Toronto. This report has been regarded as instrumental in the formation or subsequent alteration of legislation governing the original four Western provincial universities. Likewise, the early sectarian rivalry and the proliferation of universities in Eastern Canada were used as an argument for the establishment and maintenance of single degree-granting institutions in the West, on the model of the University of London, with the affiliation of denominational and other institutions. The non-sectarian university (for example, the University of Toronto), with its affiliated or federated arts and theological colleges, has been described as a unique Canadian solution to the problem of combining the interests of church and state in higher education.

The University of Manitoba was established in 1877, also on the University of London pattern, as a degree-granting institution for three existing denominational colleges. It first granted earned degrees in 1880, and began to offer instruction in 1900. Except for a short period during which the Manitoba Agricultural College was independent, and except for institutions granting degrees in theology only, the University of Manitoba was the sole degree-granting institution in the province until 1967. In that year, two affiliates of the University of Manitoba -- Brandon College and United College -- were granted university status as Brandon University and the University of Winnipeg.

In 1903, the legislature of the Northwest Territories (then composed of most of Western Canada east of British Columbia) passed an act for the establishment of a university. In 1905, part of the NWT below the 60th Parallel was divided into the present Provinces of Alberta and Saskatchewan and the 1903 act was succeeded by acts in 1906 and 1907 authorizing the establishment of the University of Alberta (Edmonton) and the University of Saskatchewan (Saskatoon). Both universities established branch campuses, Alberta at Calgary in 1946 and Saskatchewan at Regina in 1961. In 1966, the University

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of Alberta at Calgary was established as a non-denominational, co-educational and provincial university, under the name of the University of Calgary.

Acts were passed in 1890 and 1891 authorizing the establishment of a university in British Columbia, but they lapsed without result. An act passed in 1908 resulted in the opening of the University of British Columbia in 1915. Before that, instruction at college level in British Columbia had been given mainly by institutions connected with McGill University and the University of Toronto. Until 1963, the University of British Columbia was the only institution of higher learning in the province. In that year, two colleges, Notre Dame and Victoria, became Notre Dame University of Nelson and the University of Victoria. A fourth university, Simon Fraser, enrolled its first students in 1965.

Large universities with numerous faculties and provision for graduate study in many fields are a comparatively recent development in Canada. Until the middle of the nineteenth century, higher education in Canada concentrated on arts and theology. During the latter half of the century, more instruction was gradually introduced in science and certain professional fields. To judge by the number of earned doctorates, graduate studies did not acquire importance until after 1920. Only during the past 30 years have more than 100 earned doctorates been granted annually.

The first female students were enrolled in Canadian universities between 1870 and 1880. By 1920, women accounted for 15 per cent of total enrolment; today they account for about 36 per cent. Most universities are co-educational, though there are a few private Roman Catholic arts colleges for men or women only.

Financing of Higher Education

Federal contributions

Under the terms of the British North America Act of 1867, each Canadian province is responsible for the establishment and administration of education within its own boundaries. There is no federal ministry of education. The Federal Government is responsible only for the education of Indians and Eskimos, children in territories outside the provinces, inmates of penitentiaries and members of the Canadian Armed Forces and their families on military stations in Canada and abroad. The Federal Government does, however, contribute to the costs of higher education in various ways through many of its departments. In 1967-68, it spent on post-secondary education over $425 million. By 1972-73, this figure had grown to $665 million.

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With the exception of three federal armed services colleges (including the Royal Military College of Canada, opened in 1876 and authorized to grant degrees in 1959), which are supported entirely by the Federal Government, the universities and colleges receive financial support from a variety of governmental and other sources.

In the ten-year period from 1956-57 to 1966-67, the total annual expenditure by the universities and colleges rose from $107 million to $890 million. In the first of these years, $87 million represented operating expenditure and $20 million capital expenditure. By 1966-67, operating (including research) expenditure had increased nearly sevenfold, to $581 million, and capital expenditure was $309 million. By 1972-73, annual expenditures by universities had risen to $1,680,038,000. In the same year, university operating and capital income totalled $1,724,297,000.

The financial contributions of the Federal Government include: transference of tax points to the provinces; assistance to students by the Department of National Defence through the Regular Officer Training Plan; aid to veterans and to children of war dead by the Department of Veterans' Affairs; awards by the National Research Council to graduate students in pure and applied science; grants by the Department of National Health and Welfare; and certain other awards.

In addition, millions of dollars in federal funds are made available annually for research in the universities. For 1967-68, over $105 million was reported in this category. By 1972-73, this had grown to $134 million.

A further form of federal assistance has consisted of loans of up to 50 per cent of the construction costs for student residences.

Another large federal contribution is made through the Canada Council for the Arts, Humanities and Social Sciences. Plans to form the Council, which had been suggested in the 1951 report of the Royal Commission on National Development in the Arts, Letters and Sciences (*Massey Commission Report*), were announced in November 1956. The Council was granted $100 million, half of which, with accrued interest, was to be distributed to Canadian institutions of higher education over a ten-year period for specific building or capital-equipment projects that were in the area of the Council's purview.

The interest on the other $50 million was to be used to help finance the development of the arts, humanities and social sciences

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by means of graduate scholarships and grants to individual Canadians and organizations.

Since its inception, the Canada Council has received donations from private sources to add to its funds and has been able to begin award programs in other areas. Further information on the activities of the Council can be found in its annual report(1).

In 1972-73, the National Research Council made grants worth $66,870,000 to universities and Canadian non-profit institutions. In the same year, the Medical Research Council made grants of $35,366,000 to the same class of institutions.

In 1971-72, the Canada Council provided $12,277,000 in grants to the arts and $19,672,000 to the humanities and social sciences.

Provincial developments since 1969

The Federal-Provincial Fiscal Arrangements Act of 1967 made an important change in the financing of Canadian universities. The Federal Government ceased to make grants directly to universities. Instead, it transferred four points of personal income tax and one point of corporation tax to the provinces, equalized this tax yield for those provinces with below-average tax returns, and added a contribution that brought the total transfer to $14 a head of provincial population or half the operating costs of post-secondary education, whichever was the greater. The $14 amount was increased to $15 in 1968. A similar arrangement had been in effect between the Federal Government and Quebec since 1961.

This agreement was to end March 31, 1972. However, it was extended for two years to March 1974, and a 15 percent-a-year ceiling was placed on increased costs. In November 1973, the agreement was again extended for an additional three years, to March 31, 1977.

The Federal-Provincial Fiscal Arrangements Act makes no provision for capital costs.

Roughly 75 per cent of a university's operating budget comes from public (federal and provincial funds), 20 per cent coming from student fees and 5 per cent from endowment income, private support and other sources. (These figures represent a very rough national average.) The provincial governments also provide a large percentage of total capital grants to most universities.

The 1967-68 change in the financing arrangements, with the rapidly-increased spending on higher education, led to a demand in most provinces for the establishment of grants commissions that would

(1) Available from the Canada Council, 151 Sparks Street, Ottawa, Ontario, K1P 5V8.

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act as intermediaries between governments and universities, protecting the interests of both. Governments were anxious to account to the taxpayer and the universities were concerned that increased government support should not lead to diminished university autonomy.

Normally, the grants commissions have provincially-appointed or provincially-approved members representing government, education and community interests. In general, their terms of reference require them to advise government of the development of provincial university or post-secondary resources, to advise on and sometimes to distribute grants, and to plan, with the institutions, the implementation of programs to meet the expanding education needs of the province.

Newfoundland: Memorial University is the only institution of higher learning in this province. In June 1973, a regional branch of the university was created at Corner Brook, with plans to introduce a two-year program before September 1974. The university's relations with the provincial government are direct. The government provides tuition fees and other costs, in whole or in part, where a student can demonstrate need. This aid is only available to students who are regularly resident in the province. A Royal Commission on Education and Youth (1967) recommended the establishment of community colleges. To date, there are two institutes of technology and a number of vocational schools.

Prince Edward Island: Until 1969, there were two universities in the province -- St. Dunstan's, with degree-granting powers conferred in 1941, and Prince of Wales, which received this power in 1965. In 1969, the two institutions were merged to form the University of Prince Edward Island. There is no grants commission; at present, the provincial government deals directly with the university board of governors. Also in 1969, the province created its first community college, Holland College.

Nova Scotia: A grants commission was established in 1963. It issues annual reports containing recommendations to the universities and the government. There are six community colleges in Nova Scotia, ranging from a private junior college to a marine navigation school.

New Brunswick: Following the report of a committee on the financing of higher education (1967), the New Brunswick Higher Education Commission was established. This body includes a chairman and seven members representing education, business, the professions and labour. Its purpose is to advise the provincial

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government on the needs and future development of all forms of post-secondary education and to do future planning with the institutions. The commission is responsible for the actual payment of government operating and capital grants. There are in the province eight community colleges, including a forest-ranger school.

A single higher-education commission for the Provinces of Prince Edward Island, Nova Scotia and New Brunswick began operations on April 1, 1974. At present, the Maritime Provinces Higher Education Commission (MPHEC) consists of a chairman and 15 commissioners.

The purpose of the commission is to assist the provinces and the institutions in attaining an efficient and effective use and allocation of resources in the field of higher education in the region. The commission will advise the provinces on: the structure and development of higher education in the region; the support for new programs or institutions; the desirability of terminating support for existing programs; co-operation among institutions; encouragement of regional centres of specialization; provision of or access to educational services not available or not economical within the region; and systems of student aid.

The commission will be responsible for preparing a comprehensive yearly plan for financing higher education in the region, for recommending formulae for contributions by each province and for allocation among the institutions, and for administering the funds paid to it by the province.

The act establishing the MPHEC eliminates the three provincial grants commissions; this section of the act, however, has not so far been proclaimed in any province.

Quebec: The 1973 post-secondary education system in Quebec bears little resemblance to that of 1965. In 1964, the first major step had been taken in the establishment of the Ministry of Education. From the Parent Commission report on education, the ministry took the idea of an *institut* that would stand between high school and university. The result was a series of colleges of general and vocational education (CEGEP), which offer students two or three years technical training before they go to work, or preparation for entrance to university. There are 35 French-language CEGEPs and four English-language. As a rule, the CEGEPs were not created afresh but resulted from a reorganization of existing institutions, including classical colleges, normal schools and technical institutes. Quebec is the only province where university-bound students must first enrol in a community college (or CEGEP).

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French-speaking Quebec students broke away from the Canadian Union of Students (CUS) in 1964 and formed the Union générale des étudiants du Québec (UGEQ). The student unions of the English-language universities of Quebec eventually joined UGEQ. However, this association ceased to exist in 1969 and the CUS also went out of existence in that year.

Faculty associations in the province are grouped in the Fédération des Associations des Professeurs des Universités du Québec (FAPUQ), though most members of this association also belong to the national Canadian Association of University Teachers (CAUT).

The Conference of Rectors and Principals of Quebec Universities was established in 1963 to co-ordinate activities and plan the use of resources. In 1961, the Federal Government ceased to make direct grants to Quebec universities, instead transferring tax points to the provinces. Since there was no university grants commission in Quebec, the conference played an advisory role in the allocation of these funds.

The provincial government also receives advice on university matters from the Superior Council on Education, established in 1964, which is charged with responsibility for all levels of education.

During 1968, the University of Quebec and the Council of Universities were formed. The former has campuses located at Montreal, Chicoutimi and Trois-Rivières, as well as a graduate school of public administration and a research institute at Quebec City and study centres at Rimouski, Hull and Rouyn.

The council acts in much the same way as the university grants committees in other provinces. It advises the Minister of Education on university needs, development, creation of new institutions of higher education, co-ordination of effort and budget. The minister is obliged to submit to the council for comment all major proposals of development and finance relative to higher education.

Ontario: In 1972, the Department of University Affairs became the Ministry of Colleges and Universities, and now has responsibility for universities, colleges of applied arts and technology, art colleges and museums.

The Committee of Presidents of Universities of Ontario became the Council of Ontario Universities in 1971. It has several sub-committees to advise it on specific problem areas. These include

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research and planning, graduate studies, co-ordination of library services, grants formulas, public relations and information, educational television and admissions. The object of the committee is to promote co-operation among the provincially-assisted universities of Ontario, and between these and the government, and generally to work for the improvement of higher education in Ontario.

In 1969, the Ontario government appointed the Commission on Post-secondary Education in Ontario. The commission released a draft report in 1972, sought public discussion of its recommendations and released its final report, *The Learning Society*, in February 1973.

The commission recommended the establishment of a buffer council between the provincial government and each of the university and college sectors. Unlike the existing Committee on University Affairs, these councils would have certain executive powers -- they would advise the government on global funds needed, allocate and distribute funds to colleges and universities on a formula basis, and plan and co-ordinate general development. They would be public bodies, composed of lay and institutional representatives, and would conduct business in public.

To encourage overall co-ordination, an advisory committee on post-secondary education would be established.

The report recommended the separation of research and instructional costs in university funding and suggested that church-related institutions should receive the same financial support as secular institutions (they now receive 50 per cent).

The report called for a greater French-English balance and said that all post-secondary programs now available in English should be made available in French as soon as possible.

The recommendations of the report have not yet been acted upon.

In 1973, Waterloo Lutheran University relinquished its affiliation with the Lutheran Church and, as Wilfrid Laurier University, became a provincial institution, supported by public funds. There are 22 community colleges, known as colleges of applied arts and technology (CAAT). In addition, there are four colleges of agricultural technology and a school of horticulture.

Manitoba: In 1967, when the province increased the number of its universities from one to three, a university grants commission was established to determine operating and capital-grants payments to

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institutions of higher education. These payments are made through a provincial university grants fund. The commission is also charged with studying the higher education needs of the province and the capability of the institutions to meet them.

In 1971, the provincial government established a task force on post-secondary education. Like the Ontario commission, it released a draft report in 1973 -- in the form of position papers -- and sought public comment. The final report appeared later the same year.

The report recommended that a public commission replace the provincial government's existing university grants commission. The new commission would be responsible for the planning and operation of community colleges and for the development, support and co-ordination of a regionally-decentralized system of post-secondary education. Among other things, it was recommended that an external studies evaluation board should have the power to award its own degrees, diplomas and certificates, an ombudsman for post-secondary education should be appointed, there should be no substantial increase in tuition fees, and more generous bursaries for students with greatest financial need should be made available.

A community college system was established in 1969 when Manitoba's three vocational centres -- at Winnipeg, Brandon and The Pas -- were renamed colleges.

Saskatchewan: This province has a single university with campuses at Saskatoon and Regina. Relations with the provincial government are direct. The separation of the campuses into two universities was the major recommendation of a royal commission on university organization and structure that reported at the end of 1973. The report also recommended the establishment of a universities commission to act as a buffer between the institutions and the government. The commission, in consultation with the universities, would plan and co-ordinate the university sector of post-secondary education in the province. It would review university budgets, present budgets to the government, and allocate and distribute operating and capital funds.

In March 1974, the Saskatchewan government announced plans to introduce legislation to establish two autonomous universities and a Saskatchewan Universities Commission. The Minister of Continuing Education said the new structure would be based on the recommendations of the royal commission.

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An advisory committee recommended in 1972 the establishment of community colleges, and planning is under way. Meanwhile, there are three institutes of technology and one church-governed college.

Alberta: The Universities Commission, which was established in 1965, and the Colleges Commission were disbanded in 1973. The Department of Advanced Education took over the duties of both and, for the first time, announced operating grants to the universities for a three-year period.

The province's fourth university, Athabasca, was established in 1971. However, dropping enrolments caused its physical planning to be suspended. The academic plan, which departs from traditional patterns to the extent of offering "community-outreach" programs similar to those of Britain's Open University, is to be tested for use whenever conditions warrant another university. Athabasca will be confined to undergraduate offerings and plans on the development of "cluster" colleges to encourage close faculty-student interaction and small social groupings.

Alberta's 1969 commission on education planning was mandated to look at education in the province from kindergarten to higher education. In 1972, the commission strongly endorsed the conception of Athabasca University and suggested it might become the proposed Alberta Academy. The Academy would depend on broadcasting and community learning centres to provide basic, post-secondary courses with transfer arrangements. The report further argued that periods of formal schooling and work should alternate throughout the lifetime of the individual and that tuition fees should be increased with a corresponding increase in grants.

There are eight community colleges, two institutes of technology and three agricultural and vocational colleges in Alberta.

British Columbia: In 1973, the provincial government appointed a commissioner of education to study all aspects and levels of education in the province and to suggest changes to the existing structure. In a working paper for public debate, the commission recommended an intermediary body between the universities and the government. A commission task force on university governance recommended that university senates be composed entirely of university people (faculty, students, administrators), but that boards of trustees specifically exclude faculty and students. The chairman of the commission was removed from his office in 1973 and the government announced that the work of the commission would be carried out by the education department.

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In addition to the four universities, there are at present nine comprehensive colleges, offering university-transfer and career programs, and an institute of technology.

Early in 1974, the Royal Commission on Post-secondary Education in the Kootenays recommended that Notre Dame University become a public, four-year liberal arts college and that a general governing body for post-secondary education for the Kootenay area be established by the provincial government. In addition, two-year technical and vocational colleges would be established at Nelson, Castlegar and Cranbrook.

National and international aspects

As there is no federal ministry of education, each province, as indicated in the preceding section, is making plans for the future of higher education within its own boundaries. In addition, various national organizations attempt to study and influence aspects of higher education at the national level(2). Examples are the following studies that have either been completed since 1969 or are now under way:

(1) The Bonneau-Corry report on the rationalization of university research in Canada (1972). This report, entitled *Quest for the Optimum*, was commissioned by the Association of Universities and Colleges of Canada and financed by the Canada Council, the National Research Council and the Medical Research Council. It has resulted in a great deal of discussion amongst Canadian academics and in government circles, and has prompted many institutions to look closely at their institutional research policies.

(2) *Collective bargaining for university faculty in Canada*, commissioned by the AUCC and undertaken by B.L. Adell and D.D. Carter (1972). This report traces the development of collective bargaining in Canadian institutions of higher education.

(3) An inventory of classes, research and special projects constituted the first part of a study entitled *The University and the Canadian North*. The inventory was completed in 1973 and the second stage of the investigation, an analysis of the data and recommendations, is currently under way.

(4) A study by H. Rocke Robertson on the current and projected health-manpower output of Canadian educational institutions was completed in 1973. It was sponsored by the AUCC.

(5) A study of athletic programs in Canadian universities is at present being conducted by the AUCC and the Canadian Intercollegiate Athletic Union and financed by the Department of National Health and Welfare.

(2) See Appendix III.

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(6) The AUCC Commission on Canadian studies will report in the autumn of 1974. Headed by Professor T.H.B. Symons, this commission will report and make recommendations upon the state of teaching and research in areas of study relating to Canada at Canadian universities.

Canadian university personnel are conscious of their responsibility to assist newer institutions abroad and to further international studies at Canadian universities. Beginnings have been made through supplying staff to institutions outside the country, co-operating with international organizations such as the International Association of Universities, UNESCO and the Association of Commonwealth Universities and, in conjunction with the Federal Government and the Canadian International Development Agency (CIDA), supplying student places for recipients of Canadian awards under the Commonwealth Scholarship and Fellowship Plan, the Colombo Plan, the Commonwealth Caribbean Assistance Program and the Special Commonwealth Africa Assistance Plan. The French-language universities in Canada have joined their counterparts in French-speaking areas of the world in an association know as AUPELF (Association des Universités partiellement ou entièrement de Langue française).

CIDA[3] attempts to co-ordinate educational, financial, technical and other assistance emanating from Canadian sources and co-operates in this respect with private agencies and institutions.

Control and government of institutions

Civil legislation regarding the establishment of new institutions, or changes in existing ones, is usually enacted by provincial legislatures, except for federal military colleges and a few institutions originally established by act of Parliament.

Once an institution is legally chartered, control is vested in its governing body, the membership of which is indicated in the charter. While various terms are used, and institutions of different sizes may not have all the following positions, institutional administration generally includes: visitor; chancellor; president or principal (often with the additional title of vice-chancellor), or *recteur* in the case of French-language institutions; board of governors (occasionally called the board of regents or the board of trustees); senate (occasionally called the faculty council or the university council); and sometimes advisory boards reporting to the senate or the board of governors. The president is the administrative head of the university and will be an *ex-officio* member of the board and the senate. The chain of authority runs from the board of governors through the president to the senate and deans and so to the faculty as a whole. The chancellor, often

(3) 122 Bank Street, Ottawa K1A 0G4

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elected by the graduates or, in the case of Roman Catholic institutions, a senior cleric, is usually an *ex-officio* member of the board and senate, while the visitor (or patron) may be a distinguished political figure.

The Duff-Berdahl report on university government, published in 1966, accelerated the pace of change in university government. In particular, it encouraged the inclusion of faculty members on boards of governors, and some boards now include student members as well. The composition of the board of governors varies according to the type of institution.

Provincial universities normally have government representation; church-related institutions have clergy and lay members appointed by a church organization. Nearly all boards have either direct representation from the business community and from other organizations, as well as representation of the alumni, or are advised by these groups through advisory boards or committees. The size of the board varies from a mere handful to over 30. Its function is to conserve the property and increase the means of the university, to oversee the university's financial operations and to maintain liaison with governments and the general public. It must retain the public confidence in the way the university is run and defend in these same quarters the autonomy of the university in its work.

The report commented on the weakness of senates at Canadian universities. At most universities today, teaching staffs form a majority in the senate, which is responsible for admissions, courses, discipline and the awarding of degrees. Students have been included on the majority of university senates. The senate is usually a much larger body than the board.

Laval University (Quebec) and the University of Toronto both have single-tier systems of government. The former is called *le conseil de l'université*; the latter, the governing council.

Apart from the president, the chief administrative officers include: the vice-presidents, each usually responsible for a particular area of university life (academic matters, administration, finance, research); registrar (*secrétaire-général* in French-language institutions), who often acts as secretary to the various boards and whose office usually admits students, prepares timetables and keeps student records; the business officer (often called comptroller or bursar), whose office is charged with the day-to-day financial operations of the institution, including the collection of fees; and deans and department heads, who administer faculty and departmental affairs.

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Other administrative posts may include an admissions officer, deans of men and of women, a librarian, a development officer, an information and/or public relations officer, a research administrator and an institutional research officer.

Teaching staffs

The usual terminology employed for the various ranks of teachers below the level of dean (*doyen* in French-language institutions) of a faculty or school is, in descending order, professor (*professeur*), associate professor (*professeur agrégé*), assistant professor (*professeur adjoint*), and lecturers and instructors (*chargés de cours*). The more junior grades -- demonstrators, teaching and laboratory assistants and fellows -- are often filled by graduate students.

A typical university department will have more assistant and associate professors than full professors. New appointments are usually made at the assistant-professor level or lower, a doctorate being the preferred qualification required, although the master's degree may be accepted.

The average salaries for teaching staffs for 1970-71 were as follows: $25,950 for deans; $21,504 for full professors; $16,057 for associate professors; $12,701 for assistant professors; and $10,002 for lecturers and instructors.

For the 1972-73 academic year, there were over 27,000 full-time teachers and research workers at Canadian universities and colleges. There were about half as many part-time professors.

To assist persons interested in teaching at a Canadian university or college, the Association of Universities and Colleges of Canada(4) publishes lists of positions available in each issue of its new magazine *University Affairs*, which appears ten times a year. *University Affairs* is available free of charge to members of AUCC member institutions. First-class delivery in Canada costs $7.00. Subscriptions outside Canada cost $5.00 *via* surface-mail. The ten issues will be sent by air-mail on request; the subscription rate for this service is $10.00 a year.

The Canadian Association of University Teachers(5) also publishes vacancy notices in its bulletin. The CAUT will accept notices from persons wishing to advertise their availability for teaching posts. The Department of Manpower and Immigration (Ottawa) has issued a memorandum entitled *Admission to Canada of Teachers for Appointment to Canadian Universities and Colleges: Immigration Requirements and Procedures*, which is obtainable directly from the department or from regional superintendents of immigration.

(4) 151 Slater Street, Ottawa, Ontario K1P 5N1
(5) 66 Lisgar Street, Ottawa, Ontario K2P 0C1

Types of institution

In Canada, a university is generally defined as an institution of post-secondary education, professional training and research that offers first and advanced degrees.

An affiliated college is one that is administratively independent but whose academic affairs are governed by the senate of the university to which it is affiliated. Instruction is given in the college, but degrees are awarded by the university.

A constituent college is an integral part of a university, governed by the university administration and sharing the university's budget.

A federated college or university is an institution that holds its degree-granting powers (usually with the exception of those in theology) in abeyance during the term of federation with another university. The working relationship between the two institutions is much the same as between an affiliated college and its parent institution.

Perhaps the most significant development in Canadian post-secondary education in the past decade has been the growth of community colleges. A community college is a post-school, non-degree-granting local institution, offering part-time and full-time students of all ages programs in career, remedial and general education. Some colleges, in addition, offer one- and two-year programs preparing a student for university entrance or advanced university standing. Community colleges do not offer degrees; they are all oriented toward community service and the nature of "college outreach" varies with the needs of the community.

In 1973, there were 142 such colleges in Canada, half of which came into existence after 1964. Most recent Statistics Canada figures show a total full-time enrolment in Canada's community colleges (autumn 1970) of 134,275.

As of February 1974, there were 68 degree-granting institutions in Canada (not including those offering degrees in theology only). In each of the ten provinces there was at least one degree-granting institution and one community college.

The larger universities are similarly organized, their faculties or schools representing the broad areas of human knowledge -- arts, pure science, applied science and engineering, dentistry, veterinary science, commerce, agriculture, law, education, medical and related sciences -- and certain other fields. The smaller

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institutions tend to concentrate more on arts and pure science, or on single professional fields such as education or theology. Most of the degree-granting institutions offer work leading to graduate degrees in addition to their undergraduate courses. The master's degree, or the French-language *licence* or *maîtrise*, is usually obtained one year after an honours bachelor degree or two years after a pass or general degree. The doctorate is normally earned after a minimum of two years beyond the master's degree.

The University of Toronto and the University of Waterloo offer the master of philosophy degree in arts subjects following at least two years' study beyond the honours bachelor degree, or at least one year beyond the master's degree. This degree is designed as an intermediate degree between the master's and doctoral degrees.

Admission requirements

Since education in Canada is a provincial responsibility, each province has its curriculum and awards its certificates of completion of secondary-school studies. Canadian universities have individual admission requirements based on certificates awarded in the province, but all treat the appropriate certificate of other provinces as approximately equivalent.

Canadian children usually start their education in Grade 1 at six years of age. They reach the level commonly referred to as junior matriculation (minimum university entrance) at 17 or 18, when they complete Grade 11 in Newfoundland, Nova Scotia, Quebec, Manitoba and the Northwest Territories, or Grade 12 in New Brunswick, Prince Edward Island, Ontario and British Columbia, as well as the Yukon. Junior matriculation is not provided for in Saskatchewan or Alberta.

A further year of study leads to senior matriculation in Nova Scotia, Ontario, Manitoba and British Columbia. Senior matriculation requires 12 years of study in Saskatchewan and Alberta. Senior matriculation may be roughly equated with the first year of a four-year degree course in arts. In Saskatchewan, Alberta and Manitoba, and at most universities in Ontario, senior matriculation is required for entrance to university.

In Quebec, students leaving secondary school at the end of Grade 11 and planning to study at university must first complete two years' study at a college of general and vocation education (CEGEP).

The bachelor of arts degree is normally obtained four years after junior matriculation or three years after senior matriculation, depending on the entrance requirements of the institution. An honours bachelor degree usually requires an additional year of study.

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Entrance to professional faculties, which in Canada are almost exclusively connected with universities, may be on the same basis as for arts, or may require one or more years of college or even a bachelor's degree as is usual for law and medicine.

Canadian universities and colleges normally require students to submit a certificate of completion of secondary-school studies and a principal's recommendation. Results of the standardized College Entrance Examination Board or Service for Admission to College and University tests are used as additional measures of suitability for admission to university, often providing the basis for tentative acceptance of applications and the award of entrance scholarships.

The Service for Admission to College and University (SACU) assumed, in May 1967, the responsibility for the production and administration of scholastic aptitude and academic achievement tests for English-language and French-language students proceeding from secondary school to university and other forms of post-secondary education. SACU has headquarters in Ottawa(6) and uses the facilities of two test-service centres (in Quebec City and Toronto) to handle the mechanics of test development. The first administration of SACU tests was held in February 1969, and consisted of an aptitude test and a mother-tongue achievement test in both French and English.

Admission of students from outside Canada is arranged between the students and the universities concerned and is based on individual evaluation of previous educational records. Evidence of ability to comprehend the language of instruction must be shown. In addition, pertinent regulations of the Department of Immigration must be met. These include proof of sufficient funds, good health, good character and a certificate of acceptance by a Canadian university or college. The Canada Department of Manpower and Immigration has issued a booklet entitled *Admission of University Students to Canada: Immigration Requirements*, giving further information; it is obtainable directly from the Department in Ottawa, from regional superintendents of immigration and from Canadian immigration offices abroad.

Detailed requirements for admission to undergraduate study at individual universities are given in the *Commonwealth Universities Yearbook* (published by the Association of Commonwealth Universities(7) as well as in the calendars of the various institutions. *Universities and Colleges of Canada*, an annual directory published jointly by the AUCC and Statistics Canada, includes admission requirements for both undergraduate and graduate programs(8).

(6) 151 Slater Street, Ottawa, Ontario K1P 5N1
(7) 36 Gordon Square, London WC1, England
(8) Order from Statistics Canada Publications Distribution Unit, K1A 0T6; $5.00 prepaid.

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Academic year

In Canada, the academic year is normally divided into two terms of four months and runs through the autumn and winter months, from September to April or May, with a vacation of about two weeks at Christmas and a short break at Easter. With few exceptions, Canadian universities enrol students for the regular winter session in September only; new enrolments are rarely accepted in the second term.

Simon Fraser University (British Columbia) and the University of Guelph (Ontario) operate on the trimester system.

The University of Waterloo (Ontario), Memorial University (Newfoundland), Sherbrooke University (Quebec) and the University of Saskatchewan of Regina use the co-operative system for some of their programs. At Waterloo, engineering students spend alternating four-month terms at the university and in industry. At Sherbrooke, students in engineering, in the master-of-business-administration program and in the bachelor and master programs in social work may participate in the co-operative plan. Regina and Memorial have established experimental co-operative engineering programs.

Many universities practise a policy of early admissions, often accepting students on the basis of their high-school records, confidential reports from principals and results from aptitude and achievement tests.

Part-time study

Many institutions give evening instruction during the regular winter session, as well as summer courses during all or some of the months from June to August, and in some cases correspondence courses for degree credits. A few give some courses by television. It is possible at certain institutions to satisfy all requirements for a first degree in certain fields by attending summer and evening courses; however, regular full-time attendance during one or more regular sessions is usually required. It is not possible to complete a degree by correspondence.

Students

Full-time university-grade enrolment has climbed rapidly in recent years, as indicated in the following table:

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Academic year	Full-time enrolment	Academic year	Full-time enrolment
1930-31	32,926	1969-70	294,683
1940-41	36,319	1970-71	316,956
1950-51	68,306	1971-72	323,026
1960-61	113,857	1972-73	314,175

Of the 314,175 full-time students in 1972-73, 35,994, or approximately 11 per cent, were graduate students.

In 1972-73, there were 149,304 part-time students enrolled in Canadian universities and colleges. Of these 20,247, or 13.5 per cent, were graduate students.

In 1970-71, there were 205,178 students enrolled in non-credit university courses.

There were about 329,709 students enrolled in summer courses in 1971.

There were some 19,958 full-time undergraduate and 9,700 full-time graduate students from outside Canada attending Canadian universities and colleges in 1971-72. More than 150 countries and territories were represented. The largest number of these students (5,820) came from the United States. There were 1,811 from the Caribbean (including 856 from Trinidad and Tobago and 395 from Jamaica); 2,685 from Hong Kong; 5,545 from Britain; 1,145 from India; 759 from France; 270 from Pakistan; 338 from Guyana; and 456 from Malaysia. Of the total from outside Canada in 1971-72, 12,885 came from Commonwealth countries.

In 1971-72, over 72,564 bachelor and first professional degrees and equivalent diplomas were granted. The largest number were in arts and pure science (38,494), education (14,665), engineering (4,200), and commerce and business administration (3,623). For the same academic year, 10,258 master and licence degrees and 1,724 earned doctorates were awarded.

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Student costs

Data available for the 1973-74 academic year indicate that tuition fees in arts and science range from $500 to $680 for two semesters, while in medicine they average about $650 and in engineering about $600. Board and lodging in university residences average $900 to $1,300. Rates in Ontario and Quebec are, in general, somewhat higher than in the other provinces.

Total costs for the eight-month to nine-month academic year for students living away from home in 1973 would run between $2,500 and $3,500 and would be somewhat higher for most graduate and professional courses.

To help meet these costs, many students take summer jobs and some have part-time jobs during the academic year. The Canada Student Loans Plan was established in 1964 to provide loan assistance to eligible full-time Canadian students enrolled in courses at the post-secondary level at specified institutions. Under this plan, loans may be made by chartered banks and designated credit unions on the basis of certificates of eligibility issued by provinces participating in the plan. The Federal Government guarantees the repayment of these loans and pays interest on them while the borrowers continue as full-time students and for six months after their studies are completed. The maximum amount that may be borrowed by a student in any one academic year is $1,400, and the aggregate sum a student may borrow during his entire course of study is $9,800.

To be able to borrow, a student must meet certain eligibility criteria. The student must be a Canadian citizen, or have landed-immigrant status at the time of application, have lived in Canada for a year or more, and plan to stay following graduation. The student must be resident in a participating province and must establish, to the satisfaction of that province, that he needs a loan to continue a course of study. The principal premise underlying needs assessment is that the primary responsibility for meeting the individual costs of post-secondary education lies with the student and/or his family.

The Province of Quebec does not participate in the plan but operates instead its own student-assistance program for the benefit of its residents. Quebec students are, therefore, not covered by the provisions of the plan but may apply for financial assistance through the Student Aid Service, Quebec Department of Education.

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In addition, the provinces provide non-repayable assistance in the form of grants, bursaries and scholarships(9).

Certain federal departments do make awards, and many private scholarships and bursaries are available at all levels of higher education. Relatively few university-entrance awards are open to students from outside Canada, though foreign students who have completed a year of higher education in Canada can usually compete with Canadian students for "in-course" awards. In addition, many loan funds are available to needy students.

Proportionately more awards are available for students from outside Canada at the graduate level, including awards under certain federally-assisted grant programs. At some institutions, foreign students may compete with Canadians for awards given by the universities or by private organizations.

RP/A

(9) Information concerning the Canada Student Loans Plan and the various provincial plans is available in *Public financial support to students in Canadian universities and colleges*, published by the AUCC. (free)

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APPENDIX 1

Degree-Granting Universities and Colleges in Canada, 1973

(excluding those granting degrees in theology only)

Note: The items bracketed denote (1) control, (2) church affiliation, (3) composition of student body, and (4) full-time enrolment at the parent institution and all affiliates in 1972-73 (unless otherwise specified).(a)

Control of the institution is determined principally by the mode of appointment of the majority of members on the board of governors or equivalent body. In Canada, the Federal Government, provincial governments and churches are the only authorities at present responsible for the appointment of half or more of the board members. When no single group appoints a majority, or when the board is self-renewing, the institution is listed as private.

Church affiliations are maintained in a variety of ways, which may vary from one institution to another. These relations may be very close or very tenuous. They seldom affect the selection of students or faculty members. They usually refer to certain instruction in religious studies and the maintenance of chapels and other non-academic services to students.

Composition of the student body may be men only, women only, or co-educational.

NEWFOUNDLAND

Memorial University of Newfoundland*, St. John's (provincial; non-denominational; co-educational; 1971-72: 7,077) -- degrees in arts, science, education, engineering, medicine, nursing, physical education, social work, commerce. A pre-forestry program. Graduate degrees.

PRINCE EDWARD ISLAND

University of Prince Edward Island*, Charlottetown (provincial; co-educational; non-denominational; 1,581) -- degrees in arts, science, business administration, education, home economics, music. Engineering diploma.

NOVA SCOTIA

Acadia University*, Wolfville (private; Baptist; co-educational; 2,487) -- degrees in arts, science, secretarial science, business administration, education, home economics, music theology. Certificate in applied science. Graduate degrees.

Atlantic Institute of Education, Halifax (provincial; non-denominational; co-educational; 22) -- graduate degree in education.

(a) Institutions marked with a single asterisk (*) are ordinary members of the Association of Universities and Colleges of Canada (AUCC), 151 Slater Street, Ottawa, Ontario, K1P 5N1. Institutions marked with a double asterisk (**) are provisional members of the AUCC.

Dalhousie University*, Halifax (provincial; non-denominational; co-educational; 6,150) -- degrees in arts, science, commerce and business administration, dentistry, education, engineering, law, library science, medicine, nursing, pharmacy, physical education, public administration, social work, engineering physics. Diplomas in nursing, physiotherapy and social work. Faculty of graduate studies. Certificate and graduate diploma in public administration.

University of King's College*, Halifax (church; Anglican; co-educational; 1971-72: 251) -- degrees in theology. Degree courses in arts and sciences with degrees granted by Dalhousie University, with which King's is associated.

Mount Saint Vincent University*, Halifax (church; Catholic; co-educational; 1,033) -- degrees in arts, science, business administration, education, home economics, nursing. Diplomas in legal secretarial science and medical secretarial science. Master's degree in arts.

Nova Scotia College of Art and Design**, Halifax (private; non-denominational; co-educational; 358) -- degrees in design, fine arts and art education. Diplomas in graphic design and fine arts. Master's degree in fine arts.

Nova Scotia Technical College*, Halifax (provincial; non-denominational; co-educational; 442) -- bachelor, master's and doctoral degrees in engineering. Final two undergraduate and all graduate years. Junior years must be taken at another institution. Bachelor and master's degrees in architecture. Final four undergraduate years and all graduate years. Junior years must be taken elsewhere.

Saint Francis Xavier University*, Antigonish (private; Catholic; co-educational; 2,814) -- degrees in arts, science, secretarial arts, business administration, education, home economics, nursing. Certificate in engineering. Students proceed to other institutions for further study. Diploma in social leadership. Master's degrees in arts, science and education.

Saint Mary's University*, Halifax (private; Catholic; co-educational; 1971-72: 2,548) -- degrees in arts, science, commerce, education, engineering management, theology (offered by affiliated colleges). Diploma in engineering. Students proceed to other institutions for further study. Graduate degrees in history, philosophy, education.

NEW BRUNSWICK

University of Moncton*, Moncton (private; Catholic; co-educational; 3,151) -- degrees in arts, science, business administration, music, education, engineering, household science, nursing, translation and interpretation, physical education. Graduate degrees. All instruction offered in French.

Mount Allison University*, Sackville (private; United Church; co-educational; 1,337) -- degrees in arts, science, music, secretarial science, commerce, education, fine arts, and theology (for Pine Hill Divinity Hall). Certificate in engineering. Graduates proceed to other institutions for further study. Master's degree in science.

University of New Brunswick*, Fredericton (provincial; non-denominational; co-educational; 5,741) -- degrees in arts, science, business administration; education, engineering, forestry, law, nursing, physical education. School of graduate studies.

St. Thomas University, Fredericton (church; Catholic; co-educational; 1,018) -- degrees in arts, education, teaching. Holds in abeyance power to grant other degrees while federated with the University of New Brunswick.

QUEBEC

Bishop's University*, Lennoxville (private; Anglican; co-educational; 618) -- degrees in arts, science, business administration, education, theology. Graduate degrees.

Laval University*, Quebec (private; Catholic; co-educational; 9,943) -- degrees in arts, science, fine arts, applied science, agriculture, architecture, forestry, surveying, commerce, engineering, law, letters, medicine, dentistry, pharmacy, theology, music, education, household science, social work, nursing, medical sciences, translation and interpretation, physical and occupational therapy. Certificates and diplomas in arts. School of graduate studies. All instruction is in French.

McGill University*, Montreal (private, non-denominational; co-educational; 14,275) -- degrees in arts, science, agriculture, architecture, commerce and business administration, dentistry, education, engineering, food science, household science, law, library science, medicine, music, nursing, physical education, physical and occupational therapy, religious studies, social work, urban planning. Diplomas and certificates in education and music. Faculty of graduate studies. Graduate diplomas in dentistry, medicine, social work, geology, engineering, law and management.

University of Montreal*, Montreal (private; Catholic; co-educational; 15,247) -- degrees in arts, science, letters, translation, law, engineering, dentistry, hygiene, physical education, medicine, public health, rehabilitation, administration, health administration, architecture, nutrition, medical technology, nursing, music, pharmacy, mediaeval studies, criminology, social work, theology, commerce, veterinary medicine, optometry, community planning, library science, education. Certificates in dentistry, education, veterinary medicine. Diplomas in engineering, public health, veterinary medicine. Graduate degrees. Graduate diplomas in law, pharmacy, African studies. All instruction is in French.

University of Quebec*, five campuses at Montreal, Chicoutimi, Trois-Rivières, Rimouski, Hull (provincial; non-denominational; co-educational; 8,703) degrees in arts, science, engineering, education, physical education, theology, administration, health sciences, fine and applied arts, music, letters, community services, nursing, social work, "recreology". Programs in cultural and professional development. Certificates in education, physical education, arts and sciences. Graduate degrees. All instruction is in French.

University of Sherbrooke*, Sherbrooke (private; Catholic; co-educational; 5,006) -- degrees in arts, science, law, administration, medicine, engineering, education, social work, theology. Certificate in education. Graduate degrees. All instruction is in French.

Sir George Williams University*, Montreal (private; Young Men's Christian Association of Montreal; co-educational; 6,001) -- degrees in arts, science, commerce and business administration, engineering, fine arts. Graduate degrees.

ONTARIO

Brock University*, St. Catharines, (provincial; non-denominational; co-educational; 2,358) -- degrees in arts, science, administration and education. Certificate in education. Graduate degrees.

Carleton University*, Ottawa (provincial; non-denominational; co-educational; 8,198) -- degrees in arts, science, architecture, commerce, engineering, journalism, public administration, social work. Certificate in public service studies. Graduate degrees. Graduate diploma in public administration.

Dominican College of Philosophy and Theology**, Ottawa (private; Catholic; co-educational, 232) -- undergraduate and graduate degrees in philosophy, pastoral studies and theology. Instruction is in French.

University of Guelph*, Guelph (private; non-denominational; co-educational; 7,792) -- degrees in arts, science, agriculture, hotel and food administration, landscape architecture, engineering, physical education, veterinary medicine, family and consumer studies. Graduate degrees.

Lakehead University*, Thunder Bay (private; non-denominational; co-educational; 2,576) -- degrees in arts, science, education, commerce and business administration, engineering, forestry, nursing, physical and health education. Diplomas in business administration, engineering technology, forestry technology and library technology. Certificates in forestry and logging technology. Graduate degrees.

Laurentian University*, Sudbury (private; non-denominational; co-educational; 2,617) -- degrees in arts, science, commerce, sports administration, nursing, translation and interpretation, physical and health education, social work. Two years of engineering and theology. Graduate degrees. Graduate diploma in business administration. Bilingual. The federated colleges of Huntington, Sudbury and Thorneloe, offering programs in arts and science hold in abeyance their degree-granting powers except in theology.

McMaster University*, Hamilton (private, non-denominational; co-educational; 8,547) -- degrees in arts, science, commerce and business administration, engineering, medicine, health sciences, music, nursing, physical education, social work, theology (for McMaster Divinity College, an affiliated Baptist College). Faculty of graduate studies.

Ontario Institute for Studies in Education*(OISE), Toronto (provincial; non-denominational; co-educational) -- graduate studies in education. The Institute combines in one organization the former departments of educational research and graduate studies of the University of Toronto's faculty of education and the Ontario Curriculum Institute. Although it was chartered as a college with the right to grant degrees, the institute has entered into an agreement of affiliation with the University of Toronto, so that its graduates receive the University of Toronto degrees.

University of Ottawa*, Ottawa (private, non-denominational; co-educational; 8,680) -- degrees in arts, science, law, medicine, fine arts, canon law, pastoral studies, engineering, criminology, social sciences, theology, education, nursing, library science, health administration, physical education, recreation, commerce, management sciences, home economics, music, international co-operation, translation and interpretation. Diploma in notary law. Certificates in visual arts, theatre, management sciences. School of graduate studies. Bilingual.

Queen's University*, Kingston (private; non-denominational; co-educational; 8,701) -- degrees in arts and science, commerce and business administration, music, applied science and engineering, law, medicine, nursing, education, physical education, urban and regional planning, rehabilitation therapy, divinity, theology (for Queen's Theological College, a United Church college). Diplomas in physical and occupational therapy. Graduate degrees. Graduate diplomas in business administration, engineering, clinical psychology and medicine.

Pontifical Institute of Mediaeval Studies, Toronto (church; Catholic; co-educational; 1971-72: 28) -- graduate degrees in mediaeval studies. The Institute has a Pontifical Charter, and is affiliated with the University of St. Michael's College which is federated with the University of Toronto.

Royal Military College of Canada*, Kingston (federal - Department of National Defence; non-denominational; men; 780) -- degrees in arts, science, engineering and applied science. Graduate degrees. Graduate program in war studies.

Ryerson Polytechnical Institute*, Toronto (provincial; non-denominational; co-educational; 7,145) -- applied arts degrees in early childhood education, home economics, interior design, journalism, radio and television arts, business management, secretarial science, social services and geodetic sciences. Technology degrees. Diplomas and certificates in other arts, applied arts, business, community services and technology divisions. Ryerson was given degree-granting status in 1971.

University of Toronto*, Toronto (provincial; non-denominational; co-educational; 28,142) -- degrees in arts, science, management studies, commerce and business administration, applied science and engineering, criminology, dentistry, food science, forestry, law, medicine, music, physical and occupational therapy, health administration, urban and regional planning, landscape architecture, library science, nursing, physical and health education, social work, education (for the Ontario Institute for Studies in Education). Diplomas in child study, music,

urban and regional planning. Certificate programs in education, business and public administration, criminology, family studies. Certificates and diplomas in dentistry, nursing, medicine, and related health science. School of graduate studies. Graduate diplomas in child study, social work, translation, development studies, business administration, and health sciences.

Trent University*, Peterborough (private; non-denominational; co-educational 1,903) -- degrees in arts and science. Graduate degrees in anthropology, history, chemistry, physics.

University of Waterloo*, Waterloo (private; non-denominational; co-educational; 12,666) -- degrees in arts, science, architecture, environmental studies, mathematics, optometry, physical education and recreation, engineering. In selected faculties, co-operative system, whereby students spend alternating four month terms in classroom and industry. Graduate studies.

University of Western Ontario*, London (private; non-denominational; co-educational; 15,123) -- degrees in arts, science, business administration, library and information science, home economics, journalism, education, music, physical education, secretarial science, clinical sciences, engineering, law, dentistry, medicine and medical sciences, medical rehabilitation, social welfare, theology (offered at affiliated colleges), nursing. Faculty of graduate studies. Graduate diplomas in business administration and journalism.

Wilfrid Laurier University*, Waterloo (private; non-denominational; co-educational; 2,560) -- degrees in arts, science, music, divinity, business administration. Diplomas in accounting and business administration. Graduate degrees in arts, divinity and social work. Was known as Waterloo Lutheran University until its status was changed in 1972-73.

University of Windsor*, Windsor (private; non-denominational; co-educational; 5,459) -- degrees in arts, science, commerce and business administration, engineering, fine arts, law, music, physical and health education, social work, household science, nursing, theology, religious studies, education. Graduate degrees. Diploma in public-health nursing.

York University*, Downsview (private; non-denominational; co-educational; 11,205) -- degrees in arts, science, environmental studies, fine arts, physical education, education, administrative studies, law. Graduate degrees. Atkinson College offering undergraduate degrees in arts, science administration and social welfare, and Glendon College a bilingual institution offering undergraduate and graduate degrees in arts are constituent colleges of York University.

MANITOBA

Brandon University*, Brandon (provincial; non-denominational; co-educational; 1,995) -- degrees in arts, science, education, music. Certificate in education. Diplomas in art, agriculture, dentistry, physical and occupational therapy. Graduate diplomas in engineering and psychiatry.

University of Manitoba*, Winnipeg (provincial; non-denominational; co-educational; 16,128) -- degrees in arts, science, agriculture, architecture, commerce and business administration, community planning, dentistry, education, engineering, fine arts, home economics, interior design, law, medicine, music, natural resources management, nursing, physical and occupational therapy, pharmacy, physical education, social work. Faculty of graduate studies.

University of Winnipeg*, (private; non-denominational; co-educational; 2,598) -- degrees in arts, science and theology. Was the United College of the University of Manitoba until 1967, when it was granted university status.

SASKATCHEWAN

University of Saskatchewan*, Saskatoon and Regina (provincial; non-denominational; co-educational; 12,396) -- degrees in arts, fine arts, science, administration, physical education, agriculture, commerce, education, engineering, home economics, law, social work, medicine, music, dentistry, theology (offered by affiliated colleges), nursing, laboratory technology, pharmacy, physiotherapy, veterinary medicine. Certificates in hospital laboratory technology, social service. Diploma in physiotherapy. College of graduate studies. Graduate diplomas in education and nursing.

ALBERTA

The University of Alberta*, Edmonton (provincial; non-denominational; co-educational; 17,830) -- degrees in arts, science, agriculture, community development, commerce and administration, dentistry, education, engineering, fine arts, food science, forestry, household economics, law, library science, medicine, music, nursing, pharmacy, physical education, rehabilitation medicine, theology (by St. Stephen's College, an affiliated college). Certificate in nursing. Diplomas in dental hygiene, physical and occupational therapy. Faculty of graduate studies. Graduate diploma in education.

The University of Calgary*, Calgary (provincial; non-denominational; co-educational; 8,780) -- degrees in arts, science, educational, environmental design, fine arts, music, nursing, commerce, engineering, physical education, medicine, social work. Diplomas in education and engineering. Faculty of graduate studies.

The University of Lethbridge*, (provincial; non-denominational; 1,083) -- degrees in arts, fine arts, music, science and education. Diploma in education. Established in 1967.

BRITISH COLUMBIA

The University of British Columbia*, Vancouver (provincial; non-denominational; co-educational; 18,271) -- degrees in arts, science, commerce and business administration, fine arts, library science, education, home economics, music, physical education, social work, agriculture, engineering, architecture, nursing, forestry, law, dentistry, medicine, rehabilitation medicine, pharmacy, community

and regional planning, theology (offered at affiliated colleges). Diploma in dentistry. Faculty of graduate studies.

Seminary of Christ the King, Mission City (private; Catholic; men; 4) -- degrees in arts and theology.

Notre Dame University of Nelson**, Nelson (private, Catholic; co-educational; 437) -- degrees in arts, science, education, fine arts, medical record science, secretarial arts.

Simon Fraser University*, Burnaby (provincial; non-denominational; co-educational; 4,198) -- operates on a trimester system; degrees in arts, science, commerce and business administration, education, kinesiology. Graduate degrees.

University of Victoria*, Victoria (provincial; non-denominational; co-educational; 4,374) -- degrees in arts, science, education, law, music, fine arts. Graduate degrees in arts, science, fine arts, education and music.

APPENDIX II

Some Canadian Higher-Education Student Service and Academic Organizations

Association of Canadian Community Colleges, c/o Mr. Allan Goldenberg, executive director, 1750 Finch Avenue East, Willowdale, Ontario.

Association of Canadian Medical Colleges, 151 Slater Street, Ottawa, Ontario. Publishes a quarterly bulletin.

Association of Canadian University Information Bureaus, secretary: Mr. David White, writer, public relations office, The University of Alberta, Edmonton, Alberta T6G 2E1. The Association is the formalization of *ad hoc* meetings of university information and public relations personnel. Members are chiefly engaged in information and public relations work. Other responsibilities include alumni affairs and/or development.

Association of Registrars of Universities and Colleges of Canada, secretary: Mr. J.A. Dorgan, registrar, University of Saskatchewan, Saskatoon, Saskatchewan S7N 0W0. To promote the communication and the exchange of information on the functions normally associated with the office of the registrar -- including changes in provincial, secondary and post-secondary school systems and admissions to Canadian universities.

Association of Universities and Colleges of Canada, 151 Slater Street, Ottawa, Ontario K1P 5N1. Publishes a bulletin ten times a year (*University Affairs*), and the reports of various studies concerning problems of higher education. Also publishes an annual handbook (*Universities and Colleges of Canada*). Administers the Canadian section of the Commonwealth Scholarship and Fellowship Program. Through its secretariat it performs a variety of services for its member institutions, the university community, governments and the public.

Canadian Association for Adult Education, 238 St. George Street, Toronto, Ontario M5R 2P3.

Canadian Association of College and University Libraries, c/o Canadian Library Association, 151 Sparks Street, Ottawa, Ontario K1P 5E3. Founded in 1963 as a section of the Canadian Library Association. Disseminates information about Canadian university and college libraries. Involved in participatory programs with other national associations aimed at the development of professional librarianship in the field of higher education.

Canadian Association of College and University Student Services, secretary: Mr. Raymond Duchesne, university counselling service, University of Ottawa, Ottawa, Ontario K1N 6N5. Promotes the development and effective use of university and college student services. Provides a medium for the exchange, review and evaluation of information among members, students and other interested groups. Principal concerns are student affairs, counselling, placement and health services.

Canadian Association of Departments of Extension and Summer Schools, secretary: Mr. E.M. Greutzner, director of extension, University of Toronto, 84 Queen's Park, Toronto 5, Ontario. Encourages the maintenance and development of diploma and degree programs in extension and adult education in Canadian universities and colleges. Concerned with the university's responsibility in credit and non-credit extension programs. Provides a national and regional forum for the discussion of matters relating to university extension. Represents university extension activities and maintains liaison with other groups concerned with adult education in Canada and elsewhere.

Canadian Association of Graduate Schools, secretary-treasurer: Dr. E.P. Sanders, associate dean, school of graduate studies, McMaster University, Hamilton, Ontario L8S 4K1. Promotes the improvement of graduate education in Canadian universities. Exchanges information, experience and views regarding the initiation, organization and administration of graduate studies; the structure of degree programs; promotion of research. Among other studies, briefs and reports, the Association prepares an annual statistical summary of graduate-student enrolments, degrees awarded, and financial support for graduate students in Canadian universities.

Canadian Association of Student Awards Administrators, secretary: Mr. James Rice, financial aid officer, The University of Calgary, Calgary, Alberta T2N 1N4.

Canadian Association of University Business Officers, c/o Mr. Kenneth Clements, executive director, 151 Slater Street, Ottawa, Ontario K1P 5N1.

Canadian Association of University Development Officers, secretary-treasurer: Mr. F. Lovell, director of development, University of Saskatchewan, Saskatoon, Saskatchewan S7N 0W0.

Canadian Association of University Research Administrators, secretary: Mr. Gordon Holmes, faculty of graduate studies and research, The University of Alberta, Edmonton, Alberta T6G 2J9.

Canadian Association of University Teachers, 66 Lisgar Street, Ottawa, Ontario K2P 0C1. Involved principally in the following areas of concern to teachers and researchers in Canadian universities and colleges: economic benefits, academic freedom, professional relations, university government and relations with the federal and provincial governments. Publishes *C.A.U.T. Bulletin* and *Newsletter*.

Canadian Bureau for International Education, Suite 408, 151 Slater Street, Ottawa, Ontario K1P 5H3. For information concerning educational travel, study and work opportunities available to Canadians in overseas countries and to Canadian and foreign students in Canada. During August and September the Bureau operates a reception service for foreign students arriving in Montreal, Vancouver and Toronto. The Bureau also co-ordinates local reception services for arriving foreign students. The Bureau is a non-governmental service organization which enjoys the support of a number of federal, provincial, departments and agencies and private organizations, such as the Department of the Secretary of State, the Canadian International Development Agency, the Canadian National Commission for UNESCO, etc.

Canadian Dental Association, 234 George Street, Toronto, Ontario M5R 2P2.

Canadian Education Association, 252 Bloor Street West, Toronto, Ontario M5S 1V5.

Canadian Intercollegiate Athletic Union, 333 River Road, Vanier, Ontario.

Canadian Medical Association, Box 8650, 1867 Alta Vista Drive, Ottawa, Ontario K1G 0G8.

Canadian Society for the Study of Higher Education, secretary: Mr. Grant Clarke, COU, 102 Bloor Street West, Toronto, Ontario.

Canadian University Service Overseas, 151 Slater Street, Ottawa, Ontario K1P 5H5. A private, non-political and non-denominational organization involved in selecting, training and sending qualified Canadian university graduates to serve two-year assignments with governmental or other appropriate agencies in developing countries. It works through local committees, at Canadian universities and colleges, which are responsible for the initial pre-selection, orientation and recruiting of suitably qualified volunteers in their area.

Council of Ministers of Education, Canada, Suite N 1201, 252 Bloor Street West, Toronto, Ontario M5S 1V5.

Department of the Secretary of State, Education Support Branch, National Building, 66 Slater Street, Ottawa, Ontario. Advises the Government of Canada with respect to its role in relation to higher education in Canada.

National Union of Students, Carleton University, Unicentre, Room 505, Ottawa, Ontario K1S 5B6.

Service for Admission to College and University, 151 Slater Street, Ottawa, Ontario K1P 5N1.

Statistics Canada, Education, Science and Culture Division, No. 5 Temporary Building, Ottawa, Ontario.

World University Service of Canada, 27 Goulburn Avenue, Ottawa, Ontario K1N 8C7. Provides liaison between students and university teachers in Canada and their colleagues in other countries. Sponsors scholarships, welfare services and summer programs for overseas students in Canada. Helps Canadian students to study abroad. Organizes regional and international seminars.

APPENDIX III

BIBLIOGRAPHY

The following bibliography attempts to list key documents in Canadian higher education. All books listed may be BORROWED from the AUCC Library, 151 Slater St., Ottawa K1P 5N1, with the exception of the (*) items. If you want to order a book, please contact your local bookstore or the publisher.

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